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ABSTRACT

Two programs were introduced at Moraine Valley Community College (Illinois) in an effort to assess, evaluate, and assign hour equivalency credit for the non-traditional learning experiences of mature vocational and technical students. Equivalency credit was granted for performance on the College-Level Examination Program (CLEP), military service, and technical competency. A test center, open to all members of the community, was set up for the administration of CLEP exams. A seminar program was established to prepare individuals to take the examinations through directed review. Individuals qualifying on the CLEP tests could then apply to Moraine Valley or any other college or university for advanced standing. (RG)

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THE EVOLUTION OF CREDIT-BY-EXAMINATION

AT MORAINE VALLEY COMMUNITY COLLEGE

by

Henry C. Allan, Jr.

March, 1972

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UNIVERSITY OF CALIF.
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Part I: Holes and Goals for Wholes

Chief among the many claims of the two-year college in America is its total commitment to democratizing post-secondary education. Frank G. Jennings, writing in Change (March-April 1970), said that the community college sees itself serving "citizens of all ages and conditions" in their efforts to "discover how to remain securely within the mainstream of our national life." [1] The Newman Report on Higher Education (1970) described the efforts of junior or community colleges " . . . to extend opportunity for higher education beyond the elite to all citizens." [2]

Moraine Valley Community College of Palos Hills, Illinois, a few miles southwest of Chicago, is an example of the egalitarianism of the two-year college in America. Opening its doors in the Fall of 1968, M.V.C.C.'s admissions policies, counseling and guidance program, and curriculum all supported the institution's commitment to extending educational opportunities within its district.

Three powerful ideas shaped the development of the college in its first year, 1968-69. One was, in effect, an indictment of American higher education. It criticized what it felt was rigid and slavish adherence to the lecture and seminar method. It also took issue with admission policies calculated to "screen out" large percentages of would-be students. Official Moraine Valley pronouncements sounded a new note:

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1 Jennings, Frank G. "The Two-Year Stretch: Junior Colleges in America," Change, March-April 1970.

2 The Newman Report on Higher Education, 1970, pages 57-58.

> "There is no one way! There is no one way to learn, there is no one way to teach. There is no one way to achieve recognition." [3]

A second idea, that of viewing education in behavioral terms, also suggested a break with more conventional collegiate educational practices. Education was not simply "an endurance test." Rather, it should be practical and utilitarian, resulting in "behavioral changes, as defined in objectives relating to specific content." [4] This emphasis upon specification, measurable behavioral objectives and quantification was to later have a profound effect upon curriculum at M.V.C.C. on an institution-wide basis.

Lastly, innovative approaches to technical and vocational education at Moraine Valley was envisaged. Terminal programs into which older, more mature individuals were enrolling had to take new forms than were utilized in traditional academic settings. Southwest Cook County residents seeking the Associate in Applied Science degree or special vocational or technical certificates must not be treated, it was felt, as if they were 17 or 18 year old freshmen entering a 4-year liberal arts college or the state university. The more mature individual has "learned" on-the-job and elsewhere, and should be granted "academic credit for what he knows prior to enrolling." [5]

> "Credit assigned for occupational experience could be entered as so many credits in a group classification (but) without specific identification . . ." [6]

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[3] Minutes of the Meeting on the implementation of Holes and Goals for Wholes, M.V.C.C., August 18, 1969, page 2.

[4] Ibid., page 1.

[5] Ibid.

[6] Ibid.

The function of the comprehensive community college, in the view of M.V.C.C. leaders, was to offer not only pre-determined courses of instruction, whether academic or vocational, but to "help members of the community achieve (their) goals by both giving academic credit for what is already known and by providing the additional learning experiences required for a degree or certificate." [7] The program was named, "Holes and Goals for Wholes."

Three premises were cited as the basis for the Holes and Goals for Wholes program. The first was an assumption by the college that many individuals in the district served by M.V.C.C. had, somewhere along the line, acquired "learning experiences equivalent to some of those formally being taught at Moraine Valley Community College." [8] These non-traditional learning experiences, whatever their origin or nature, could, further, "be measured and expressed in academic terms." [9] Finally, the college was convinced that many persons within the community had "educational goals which go beyond the learning they have achieved by nontraditional means." [10] These men and women were heavily represented, it was thought, in the Associate degree (esp. the Associate of Applied Science degree) and certificate programs at Moraine Valley.

An "evaluation committee" was to administer the Holes and Goals for Wholes program. Its make-up was as follows:

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[7] Mikosz, Gerald J. Holes and Goals for Wholes (Adult Proficiency Plan) M.V.C.C. February, 1969, page 1.

[8] Ibid

[9] Ibid

[10] Ibid

1. One or more instructors
2. A program director or his delegate
3. A counselor
4. "A layman knowledgeable in the area of concern." [11]

The function of the evaluation committee was to "assess, evaluate, and assign hour equivalency credit in the program area of each candidate." [12]

Students interested in obtaining equivalency credit first had to contact the Adult Proficiency Program (A.P.P.) Coordinator on the M.V.C.C. campus. Career goals and objectives were next determined by the prospective students. Once these goals were identified and defined,

> ". . . The next step is to determine what educational holes exist when filled will make his education whole in terms of his objectives." [13]

Some of the academic "holes" in individual programs could be "plugged" through one or a combination of options, including examinations, projects, personal interviews, demonstrations, employer recommendations and student self-assessments. Proficiency examinations, as such, represented, then, but one of a number of procedures calculated to reward nontraditional learning with college credit. Under the Holes & Goals plan, students were assigned an individual faculty advisor by the A.P.P. coordinator. Students and faculty advisors jointly determined the date, location and method of examination. Additionally, the faculty advisor could "assign readings, papers or whatever

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[11] Minutes (August 18, 1970), page 2

[12] Ibid

[13] Holes & Goals for Wholes, M.V.C.C., 1969, page 2

work he feels will prepare the student to successfully pass the examination."[14] Unlike the ordinary student at Moraine Valley who was awarded letter grades (A, B, C, D and X), the individual attempting a proficiency examination received either a "pass" or "X" grade. [15] The "X" grade, according to the M.V.C.C. catalog, indicates that the student "did not complete course requirements." No credit nor grade points are "figured into (the) grade-point average" with this designation. [16]

Three basic forms of equivalency assessments were mentioned at a second meeting on the implementation of the Holes & Goals for Wholes system. One of these involved credit-by-examination (i.e., demonstrated mastery of content materials), and mentioned the College-Level Examination Program by name. Military Service was seen as a legitimate basis for equivalency assessment. A Guide To The Evaluation of Educational Experiences In the Armed Service, published by the United States Government Printing Office, was recommended as a policy guide for evaluating the military experience of veterans seeking college credit at M.V.C.C. [17]

Technical or occupational proficiency was a second form of college credit equivalency assessment. An individual's experiences or accomplishments in the

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[14] Mikosz, Holes & Goals, Page 4

[15] Ibid

[16] Catalog of Moraine Valley Community College, 1970-71, M.V.C.C., Palos Hills, Illinois, page 3.

[17] Minutes, (August 18, 1969), page 1.

plant or office might be translated into college credit. The applicant's own resume, featuring a complete recital of occupational or technical experiences, and interviews with faculty advisors (or, interviews between faculty and the applicant's supervisor or employer), as well as standardized tests of a technical nature, were suggested as criteria for credit awards. [18]

College-Level Examination Program (CLEP) came in for detailed consideration at the September 4, 1969 meeting. J. Quentin Jones, then regional representative for C.L.E.P., was on the agenda and described the program in some detail.

Reservations regarding the C.L.E.P. program were, however, forthcoming, Mr. Jones' informative presentation notwithstanding. C.L.E.P. was virtually discounted as a means of accelerating student matriculation by amassing college credit or exemption from basic lower-division college courses. It was considered, primarily, as a possible diagnostic tool that, under the Holes & Goals for Wholes plan, could help individuals "accurately determine their needs relative to their goals." [19] Moreover, the College-Level Examination Program would be, initially at least, limited to persons enrolled in the terminal (i.e., technical or vocational) programs offered at M.V.C.C.

> "The initial utilization of C.L.E.P. would probably be in the area of assessing proficiencies in general education of students in career programs." [20]

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18 Minutes (August 18, 1969), Page 1

19 Minutes of the Second Meeting on the Implementation of Holes & Goals for Wholes, M.V.C.C., September 4, 1969, Page 3

20 Minutes (September 4, 1969), Page 2.

C.L.E.P., it was thought, required "further study before it will be approved to be used in the (Holes & Goals) plan." Other testing devices will also be examined. Eventually, Moraine Valley Community College should "have examinations of our own." [21]

A profile of the typical student for which the Holes & Goals for Wholes program was structured might feature the following characteristics:

1. A veteran.
2. An enrolled student at M.V.C.C.
3. An individual with technical or business background.
4. A person interested in a terminal program leading to a certificate or vocationally-oriented associate degree.
5. A man or woman over 21 years of age.

In addition to an almost automatic three semester hour Physical Education credit award for military service, veterans might anticipate the acquisition of a number of college credits based solely upon their activities in the armed forces. "In certain cases," wrote A.P.P. coordinator, Gerald Mikosz, "the same procedures that apply to . . . Employer Evaluation might be used to measure experiences learned in military service." [22] Employer assessment involved an application requiring detailed information as to "how the employee (student) met course objectives (while) in his employ." [23] An application completed by applicant's supervisor or employer:

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21 Ibid.

22 Mikosz op. cit., Page 10

23 Ibid.

> " . . . lists the objectives of a particular course. It is for the student to show how he met these. He would describe employment situations, workshops, and seminars attended, certificates received, etc. . . . all to be used as evidence that he has learned the specific course objectives." [24]

Age restrictions, while not spelled out as such, were reasonably implicit. Holes & Goals for Wholes was geared to "mature individuals" and those persons in the community possessing "demonstrated experiences within areas of the program being pursued." [25] Residency--matriculation at Moraine Valley College--was required. Non-student applicants were directed to "go through the usual procedures of admission." [26] Policy on residential study called for at least 15 hours to "be earned in the classroom." [27] It was felt to be important that "the student can demonstrate satisfactory performance at M.V.C.C." [28]

Provisions for "technical credit" in the Holes & Goals approach, warrants special mention. A maximum of thirty (30) semester hours in technical or technically-related subjects " . . . may be awarded upon verification of competency." [29] The 30 semester hour limitation corresponded with the total number of hours which may be awarded under the College-Level Examination Program (i.e., General Examinations). How was this "competency" to be verified? By one or more of the following methods:

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[24] Ibid

[25] Minutes of the Holes & Goals for Wholes Meeting, M.V.C.C., March 24, 1970, page 1.

[26] Mikosz, Page 2.

[27] Minutes (March 24, 1970), Page 1.

[28] Ibid

[29] Guidelines for Assessing Credit For Holes & Goals, M.V.C.C., July 30, 1969, page 1.

1. Written and/or oral testing.
2. Attendance at "special seminars, workshops or classes conducted by recognized companies or associations specifically associated with the skills involved.
3. Recognition on the part of "responsible peers, supervisors and personal directors." [30]

M.V.C.C was particularly concerned about individuals who, in most conventional postsecondary institutions, would neither receive (1) encouragement to matriculate in the first place nor (2) assistance with their course work thereafter. The assumption made by the college was that while students had, in fact, "learned" much in nontraditional ways, there were still "holes" (i.e. academic deficiencies) that required attention so that individuals could achieve their respective goals. The principle involved in the Holes and Goals for Wholes plan was that of credit-by-assessment. The plan had flexibility in that it could or could not involve content-referenced examinations. Holes and Goals was, then, a highly innovative program which broke, sharply, with conventional academic practices.

Part II: G.A.P. (Goals Achievement Plan)

G.A.P. (Goals Achievement Plan) might be described as a continuation, and something of a refinement of the Holes & Goals plan (under a new name). A slightly new emphasis, with a somewhat greater stress upon proficiency tests, dealing with specific content, was apparent. However, this tendency, if it was that, did not diminish the attention given to the "life experiences" of mature men and women, whether gained in industry, in business, on the battlefield or in basic philosophy and organization, G.A.P. and Holes & Goals were virtually identical.

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[30] Ibid.

G.A.P. documents stressed "non-traditional learning," [31] which is measureable and susceptible to academic translation. Credits under G.A.P. were awarded "for what is already known," [32] and, rather than encouraging "cheap (college) credit, it . . . provides new ways of earning credit." [33] Advanced placement and college credit were the twin objectives of G.A.P., which utilized both "proficiency and qualifying examinations." [34]

As with Holes & Goals, students were expected to confer with a counselor to determine how, precisely, the Goals Achievement Plan "might best serve him." [35] As before, a list of "experiences" related to specific courses offered at M.V.C.C. was compiled. [36] Cost was no more and no less than that incurred by regular students of the college, as applicants for G.A.P. were required to register for the course or courses in question "and . . . pay all (regular) tuition . . ." [37]

Testing over specific course content in G.A.P., like in Holes & Goals, was only one option among many that could be exercised by faculty in recommending the award of college credit. Advisor evaluation ordinarily included at least three types or criteria, with another four methods as optional steps open to staff in the total assessment process at M.V.C.C. The "application" of the candidate, together with the aforementioned lists of related occupational and

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31 Mikosz, Gerald J. Goals Achievement Plan (G.A.P.), M.V.C.C. May 7, 1971, page 1.

32 Ibid

33 Ibid

34 Guidelines for Proficiency or Qualifying Examinations and Credit by Examination, M.V.C.C., October 14, 1970, page 1.

35 Mikosz, Goals Achievement Plan, Page 2.

36 Ibid

37 Ibid

vocational experiences, constituted one type. Other materials documenting experiences of varying kinds (which might have some application to the subjects for which credit was sought) was a second type. This might include various avocational experiences or volunteer work for agencies and institutions. Proficiency tests, developed by individual instructors, was a third regular means of evaluation. Additional and optional steps included (1) a personal interview with the applicant, (2) a practical demonstration of student skills and abilities, (3) a detailed evaluation from employers and supervisors and (4) references from other individuals who could attest to technical or vocational experiences and competencies. [38]

Students were free under G.A.P. to either accept or reject grades received from proficiency testing. If an individual rejected the grade, his academic record read, "no grade issued." If, on the other hand, he accepted the grade, "it was recorded as such." [39] Re-testing was permitted under G.A.P. but only after students gave evidence of additional study. Examples of this kind of additional work included regular course credit, continuing education courses, related formal course work or a written statement describing either new practical experiences or independent study. [40]

Eligibility for G.A.P. was still strictly limited to terminal students pursuing vocational and technical careers. It was felt that G.A.P., as something of a pilot project, should be somewhat limited in scope. Therefore, only

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[38] Goals Achievement Plan, Page 2

[39] Guidelines, Page 2

[40] Ibid

"classified students seeking two-year Associate Degrees in Applied Science or one-year Certificates" were eligible for the Goals Achievement Plan. [41] Transfer students, who, in 1970, made up approximately 50% of M.V.C.C. student body, were, at this point in time, at least, restricted to more conventional college credit systems.

A G.A.P. "pilot study," involving fifteen (15) M.V.C.C. students, was conducted in September, 1970. Its purpose was to determine if the student's experiences "were sufficiently related to course objectives that further examination toward granting college credit would be warranted." [42] Decisions to grant or not to grant college credit were made by individual faculty members after reading applications and summaries of applicant's experiences. No personal interviews were conducted in the pilot study. [43] The fifteen students sought Associate degrees in 5 areas: Recreation, Law Enforcement, Business Middle-Management, Data Processing and Secretarial Science. The highest individual credit recommendation was for 28 semester hours. Two other recommendations were for 23 and 20 semester hours, respectively. The group of 15 totalled 147-1/2 semester hours, or an average of a little less than 10 semester hours each. [44]

Earned credit in the amount of 335-1/2 semester hours was reported by the G.A.P. coordinator, Gerald Mikosz, in July 1971. Credit, he wrote, "was given in 68 different courses." [45] Business and technical areas were the principal

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41 Goals Achievement Plan (G.A.P.), Page 1.

42 Mikosz, Gerald J., G.A.P. - Progress Report, M.V.C.C., October 7, 1970, Page 1.

43 Ibid.

44 Ibid., pages 3-17.

45 Mikosz, Gerald J., Goals Achievement Plan Report, M.V.C.C., July 7, 1971, Page 1.

beneficiaries of G.A.P., accounting for approximately 83% of the credits awarded. Academic subjects, including Physical Education (which could be either transfer or terminal), totalled 57 of the 335-1/2 semester hours, or approximately 17%. Academic subjects, exclusive of Physical Education, involved 2 Art courses, 3 English courses, one Music and one Psychology course, for a total of 24 semester hours, or approximately 7% of the total hours awarded. [46]

Holes & Goals and G.A.P. both represented serious attempts at nonconventional academic assessment and collegiate career planning. They were tailored to an over-21 age group, and to business-oriented or technically-oriented individuals in terminal one-year or two-year vocational programs. Both Holes & Goals and G.A.P. awarded credit for a variety of work or other experiences, based upon faculty and/or employer or supervisor evaluations. Content examinations, prepared by individual faculty members, were optional to both programs.

Clearly, the two earlier plans were <u>neither</u> academically-oriented (i.e., concerned with subject matter and course content, per se) <u>nor</u> directed toward the transfer student. Since the programs were the essence of individuality and subjectivity, even local norms were not developed, although their eventual usage was predicted. The two plans did, however, create a pronounced "climate" and institutional precedent for nontraditional education on the Moraine Valley campus. These pioneering efforts profoundly influenced a number of innovative curricular practices, including the adoption of C.L.E.P. (i.e., The General Examinations) and a C.L.E.P. Seminar.

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[46] <u>Ibid</u>

Part III: C.L.E.P. & The C.L.E.P. Seminar

The writer's interest in the principle of credit-by-examination dates back to 1956 when he was an External student for a B.A. Honours Degree from the University of London. The London University external system--prototype for current American external programs at Oklahoma, S.U.N.Y., Syracuse, Brigham Young and the New York State Regents external degree--was established in 1836. Since 1858, any individual--living anywhere on the face of the earth--who can qualify for entrance requirements, can prepare externally for the London degree. Preparation for the difficult London external examinations takes any number of forms: independent reading, private tutoring, study with English proprietary correspondence schools (who, generally, do not issue diplomas or degrees themselves, but simply prepare persons for the London external degree) and courses taken at local colleges or universities. In the Fifties, British consulates arranged for, proctored and dispatched completed examinations back to England. In more recent years, the Educational Testing Service (E.T.S.) of Princeton, New Jersey, has acted as the examining body for University of London External degree students in America.

College-Level Examination Program (C.L.E.P.) is a widely validated national program of credit-by-examination which, beginning in 1963, with 80 participating colleges and universities had, by 1968, enlisted support from over 500 American institutions of higher learning. The figure has since passed the one thousand mark. A list of "participating institutions" issued in July, 1969, included Chicago State, DePaul, Loyola, Mundelein, North Park, Northwestern, Roosevelt, Saint Xavier and the University of Chicago in the Greater Chicago metropolitan area. [47]

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[47] List of Participating Institutions, College Entrance Examination Board, Princeton, N.J., Page 1.

Conversations in early 1970 between the author and the regional C.L.E.P. representative, Charles Bedford, indicated--that with the notable exception of Roosevelt University and its Bachelor of General Studies ("Over Twenty-Five") program--the trend at most American colleges and universities was to offer the C.L.E.P. program as a type of student evaluation or assessment instrument in the admissions process of the particular institution. The notion of college credit-by-examination as something apart from a particular college or university's on-going degree programs was apparently lacking. Anonymous telephone conversations with various Chicago-area university and college officials regarding the College-Level Examination Program, revealed that, to gain access to the C.L.E.P. examinations at most colleges and universities, a person had to be formally admitted to one of their degree programs.

The writer's reaction to the policy of simply "offering" the C.L.E.P. examinations or, restricting them only to those matriculating at one's own institution, was that the principle of credit-by-examination was not getting a fair shake! Many individuals who had, indeed, "learned"--individuals who had acquired knowledge through such informal or non-conventional means as television course, correspondence, USAFI, Great Books, on-job training, adult education and independent study--would not be enrolling in university degree programs for some of the same reasons that placed them in nonformal or nonacademic learning situations in the first place. Many who "learned" may not have the slightest interest in degree programs. Must they? Some might be more interested in advancement on-the-job. Others might be more concerned with obtaining some sort of professional or paraprofessional "certification," but needed some "college" to receive this sort of recognition. Still others might be interested only in the personal satisfaction that such verification of learning would bring. Yet others might be thinking of degree programs, but have little wish to sit through lower division course in areas they believe they've already mastered.

A viable C.L.E.P. program, I felt, must possess two basic qualities: first, its integrity as an academic option--with its own intrinsic values--must be maintained. To achieve this, it must stand apart and on its own, and not as some sort of minor prelude to any specific degree program. Second, it was obvious that to "pass" or "qualify" on a comprehensive examination at the college sophomore level, it was neither reasonable nor fair to expect individuals to walk in "cold" and write the tests! Which graduate student would neglect intensive preparations for midterms or finals? Which Ph.D. candidate would fail to burn the proverbial midnight oil night-in and night-out for weeks prior to taking his prelims? Could the bias toward credit-by-examination (rather than conventional course instruction) be so pronounced that we restrict the C.L.E.P. applicants from the practices regularly followed by and recommended to every "internal" student? Do we apply a double standard in which external students are accused of "cramming," as internal (i.e., regular) students are encouraged to "review?"

Creation of an "open test center," in which any individual in the community might apply to take C.L.E.P. examinations (for whatever purpose she or he might wish to "apply" credit gained), seemed an appropriate means for satisfying our first criterion. A seminar--an informally structured class, holding forth once or twice weekly--the objective of which was to "ready" individuals for the C.L.E.P. examinations through "directed review," appeared to be a solution to the second criterion for a viable external program of this type.

A "C.L.E.P. Readiness Program" was submitted by the writer first to the then dean of instruction, Dr. Vincent Guarna, and then to M.V.C.C.'s president, Dr. Robert Turner, and the Board of Directors of the Moraine Valley Community College.[48]

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[48] Allan, Henry C., Jr., Research Project, M.V.C.C., May 1971, Page 1.

The program was part of a proposal for a modified leave-of-absence to devote time to two projects, the C.L.E.P. Seminar being one, and to complete our doctoral requirements in Education at the University of Chicago. The rationale for the C.L.E.P. program read in part:

> "For an institution like Moraine Valley Community College--committed to the 'Open Door' policy, viewing its function broadly to include non-academic, technical and extracurricular needs, as well as the college transfer program, and striving to effectively 'individualize' instruction for each and every student --CLEP is natural! Here is a process that deals with people where they are, not where someone else might like them! Here is an opportunity for people to demonstrate ability, not simply display transcripts and academic degrees! Here is an opportunity for M.V.C.C. to expand its 'individualization' to include men and women from the community who may not need course work, as such, but who could pass the examination, and go on to other things in either the business or academic world." [49]

Implementation of the concept of a C.L.E.P. seminar as a "flexible, tutorial program whose objectives are solely the 'readiness' of individuals to take the C.L.E.P. examinations," [50] went through several different forms in the planning stages. The seminar was initially planned (in May 1971) as a weekly or bi-weekly session for some weeks' duration, emphasizing ". . . those skills, insights, attitudes, that would maximize the performance of individuals taking the examination." [51] The stress was to be upon "how-to" sorts of instruction to persons preparing for C.L.E.P. examinations, rather than dealing with content review, as such, in any of the 5 areas of the C.L.E.P. General Examinations (i.e., Humanities, Natural

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[49] Allan, Henry C. Jr., Rationale for the Establishment of (1) A College-Level Examination Program (CLEP) at Moraine Valley Community College and (2) The Development of an Experimental Tutorial Program for Individuals Taking the C.L.E.P. Examinations, M.V.C.C., May 1971, Page 1.

[50] Ibid.

[51] Ibid, Page 2.

Sciences, Social Science-History, English Composition and Mathematics), the seminar was to realize these objectives:

1. Foster proper study habits.
2. Polish basic skills.
3. Overcome "mental blocks" in given subject areas.
4. Create academic sophistication (especially with regard to taking examinations).
5. Generally motivate individuals whose formal education is limited or was terminated some time ago. [52]

"How To" skills and abilities were seen to include (A) How to study, (B) How to outline, (C) How to take notes, (D) How to take examinations, (E) How to take exams, (F) How to listen more effectively and (H) How to "approach" various subject areas (i.e., Mathematics, Humanities, etc.). [53]

The writer hoped that M.V.C.C. faculty could be "recruited" to the C.L.E.P. Seminar on a gratis basis, to assist in the planning and to work with individual students. [54]

Administrative changes during the summer of 1971, plus my own dissatisfaction with aspects of the original seminar structure, led to a revision of the plan (submitted in a new draft on September 10th). The revised plan reiterated the basic approach as being "not of subject matter or academic content (per se), but of techniques, skills and psychological 'readiness.'" [55]

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[52] Ibid., Page 3

[53] Allan, Rationale, Page 4.

[54] Ibid., Page 5.

[55] Allan, Henry C., Jr., College Level Examination Program (C.L.E.P.) Readiness Tutorial Project, First Draft, M.V.C.C., September 10, 1971, Page 1.

The "How To" skills earlier cited were, again, enumerated and stressed. A 7-week seminar program was planned. In addition to the seminar "instructors" and "guest instructors," having expertise in theme-writing, reading, research methodology, and examination-taking, two "peer tutors" were recommended. These tutors, were to be "older, so-called 'second year career' students, with whom C.L.E.P. seminar enrollees might more easily identify." [56]

Brainstorming sessions with Associate Dean of Instruction, James Adduci and the writer, resulted in further revisions in the plans of the C.L.E.P. Seminar.

A second draft, submitted September 16, 1971, outlined a seminar having a three-fold purpose. The three objectives were:

1. To assist individuals "obtain college credit by examination through C.L.E.P."
2. To attempt systematic academic diagnosis.
3. To provide guidance of students not qualifying on C.L.E.P. examinations into either (a) independent study in areas of interest, (b) remedial programs at M.V.C.C. or (c) regular course offerings at M.V.C.C. or other institutions. [57]

Format for a C.L.E.P. Seminar featuring this "diagnostic" element differed radically from earlier proposals. As now envisaged, an individual enrolled in the seminar would, after "a short initial orientation," be admitted to the C.L.E.P. examinations. A "content diagnosis" of the examination results would be made by a M.V.C.C. faculty member in the appropriate academic discipline. The analysis would be shared privately with each student. A "skills diagnosis" would follow:

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56 Allan, C.L.E.P., Readiness, First Draft, op. cit., Page 2.

57 Allan, Diagnostic & Readiness Project, Page 2.

> "A diagnosis of individual capability in such academic skill areas as reading, listening, note-taking, theme-writing, etc., would follow. A complete 'profile' of individual skill levels would be developed." [58]

Individuals who qualified on the C.L.E.P. tests could, under this plan, apply to Moraine Valley or any other college or university for "advanced standing." Those individuals failing to qualify on the examinations could exercise one of two options. First, they could begin independent reading in areas prescribed by the M.V.C.C. faculty member who analyzed their examinations. Second, they could simply sign up for particular college courses, that would provide additional needed content background. [59]

On the morning of October 4, 1971, a chart outlining the steps for a "diagnostic" C.L.E.P. seminar was presented to Dr. James Koeller, acting dean of instruction at M.V.C.C. It identified four stages of program, including (a) an orientation of from 1 to 3 weeks, (b) administration of the C.L.E.P. General Examinations, (c) a skills diagnosis (i.e., 3-4 weeks of testing, diagnosis and proscription in reading, listening, writing, note-taking and test preparation) and (d) a content diagnosis by Moraine Valley faculty, based on C.L.E.P. scores. [60]

In the afternoon of the same day, a meeting was held on the M.V.C.C. campus to discuss the proposed C.L.E.P. Seminar. Present besides Dean Adduci and the

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[58] Allan, Diagnostic & Readiness Project, Page 2.

[59] Ibid.

[60] Allan, Henry C. Jr., Steps in Proposed C.L.E.P. Diagnostic & Readiness Project, M.V.C.C., October 4, 1971, Page 1.

writer were Dr. Donald Walter, Dean of Institutional Services, Mr. Richard DeCosmo, Dean of Student Personnel Services, Mr. Paul Huetteman, Assistant Dean, Student Personnel Services, Mr. William Klecka, Director of Learning Resources, and Mr. Gerald Mikosz, counselor and G.A.P. coordinator.

> "Two concerns dominated the meeting on the fourth. One was to maximize the chances of successful performance on the C.L.E.P. tests through some sort of 'readiness' (i.e., test sophistication, etc.). The second was to meet <u>other</u> academic needs of those persons signed up for credit-by-examination. The consensus of the group was that individuals--following an 'orientation period' of some weeks--would be presented with <u>as many options and alternatives</u> for academic and vocational advancement as it is humanly possible." [61]

Actual sessions of the C.L.E.P. seminar now would include (a) general orientation to the services of Moraine Valley College, (b) study and discussion of the book, Preparation For the College-Level Examination Program (C.L.E.P.), published by Cowles, (c) possible sessions around test-taking, (d) possible "career inventory" activities and (e) simulated C.L.E.P. tests--taken from the Cowles book--and evaluation of the results. [62]

Faculty and staff involvement in the Seminar was planned in such a way that the program "would not require the hiring of additional personnel, either full-time or part-time. The writer would handle the orientation classes, while other M.V.C.C. staff would be "invited in" for single sessions to explain, demonstrate

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[61] Allan, Henry C. Jr., <u>Proposed C.L.E.P. Readiness Project, Second Revision</u>, M.V.C.C., October 8, 1971, page 1.

[62] <u>Ibid</u>.

or discuss particular services offered by the college (e.g., Study Skills, Individualized Learning, Audio-Visual, Library, Admission and Counseling and Guidance). [63]

A shift away from a heavily "diagnostic" approach was apparent in the new revision. Participants at the October 4th meeting noted that the "diagnostic process is currently available at M.V.C.C., if not housed in a central location, and spelled out as such." The consensus was that "adequate instruments for evaluating reading and listening levels," for example, existed on campus, and need not be incorporated into the new C.L.E.P. Seminar. [64]

> "It was finally agreed by those present at the October fourth meeting that (1) we should 'go' with the C.L.E.P. program as generally outlined but, (2) that we allow for changes and modifications as the coordinator, Henry C. Allan, researches existing C.L.E.P. programs, and some assessment of individual needs is made of persons actually registering in the program the second semester of this academic year." [65]

The final form of the C.L.E.P. Seminar at Moraine Valley Community College owed much to earlier C.L.E.P. programs at 3 Chicago-area community colleges. I visited Dr. Henry Moughamian, Director of Research for the Chicago City Colleges, Dean Richard Sweitzer of the Central Y.M.C.A. Community College in Chicago and Mrs. Janet Boone of Triton College, in suburban River Grove. They each supplied the writer with a wealth of information and materials and offered a number of extremely helpful suggestions.

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[63] Allan, Proposed C.L.E.P. Project, 2nd Revision, Page 2.

[64] Ibid.

[65] Ibid., Page 3.

Dr. Moughamian traced the long history of credit-by-examination in the Chicago City College system, dating back to the late thirties. The C.C.C.'s "exemption examinations," were clearly a forerunner of the current College-Level Examination Program. [66] Data compiled by the Chicago City Colleges, especially those relating to student characteristic and test results, were helpful in determining the final revision of the Moraine Valley C.L.E.P. Seminar.

Central Y.M.C.A. College's C.L.E.P. Seminar is apparently the pioneer effort in the Midwest, if not nation-wide. Established two years ago, the Y.M.C.A. College's seminar meets once weekly for 8 weeks, and features "Sample Tests governing exam areas."[67] Triton College's C.L.E.P. Seminar, begun in September 1971, stresses a more intensive review process prior to the actual C.L.E.P. examinations, than does the Y College's program. Mrs. Boone described the program she developed at Triton College as "an intensive preparation for the C.L.E.P. General Examinations, spanning 16 weeks period." [68] Triton's seminar emphasized "counseling, reading evaluation, and a counselor-directed study program," including simulated C.L.E.P. examinations. [69]

Final draft of the M.V.C.C. C.L.E.P. Seminar was submitted to Dean Adduci and Dr. Koeller on December 22, 1971. It provided for a 13-week program, meeting

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66 Moughamian, Dr. Henry, Exemption Testing (a position paper) Chicago City Colleges, July 7, 1970, Page 1.

67 Learning For Living: Fall Term, 1971, Central Y.M.C.A. Community College, Chicago, 1971, Page 8.

68 Catalog of Triton College School of Continuing Education, Fall 1971, Triton College, River Grove, Page 23.

69 Ibid.

two hours per week, to begin as soon after the commencement of the second semester as was possible. The characteristics of the Seminar were:

1. Test practice
2. Test analysis
3. Study skill improvement efforts
4. Review guidance
5. Confidence-building [70]

Seminar students would take simulated tests in some or all 5 areas of the C.L.E.P. General Examination, depending on their interests and wishes in the matter. They would grade and evaluate their own tests using the Cowles C.L.E.P. book. Instructors in each of the 5 areas of the C.L.E.P. General Examination (i.e., Humanities, Math, Natural Sciences, English Composition and Social Science-History) would come in to critique the simulated tests, indicating trends and patterns of errors, and suggestions for review procedures. Handout materials, stressing review techniques and procedures and "hints" for taking examinations, were compiled for distribution to the Seminar. The aforementioned Cowles book was adopted as the Seminar textbook.

Registration for the C.L.E.P. Seminar at Moraine Valley College was held Wednesday evening, February 9, 1972, with forty-one persons enrolling. The first session of the seminar was held Wednesday, February 16, 1972.

That C.L.E.P. and the C.L.E.P. Seminar are "popular - at least, in South-west Cook County, is evidenced by approximately 75 inquiries before and after

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[70] College Credit by Examination, M.V.C.C. Palos Hills, Illinois, Jan. 1972.

the Seminar registration. The "success" of a C.L.E.P. Seminar will be indicated, to some degree, at least, in the number of "passes" or qualifying scores on the actual C.L.E.P. examinations, scheduled at M.V.C.C. in early May, 1972. How much the Seminar contributed to whatever success ratio is realized by seminar students cannot, of course, be accurately gauged unless a "control group" of individuals with similar backgrounds and academic credentials, be admitted to the C.L.E.P. examinations without benefit of a "readiness" seminar. This notion has received serious consideration and may be implemented on the M.V.C.C. campus.

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